Planet of Plenty

Project Learning Tree Activity #9

Program of Studies

Science:

- S-P-LS-6 (Organisms' patterns of behavior are related to the nature of organisms' environments. There are many different environments (e.g., deserts, rainforests) on Earth that support different types of organisms.)
- S-P-SI-2 (Use simple equipment (e.g., aquariums), tools (e.g., magnifiers, spoons), skills (e.g., observing, pouring), technology (e.g., video discs), and mathematics in scientific investigations.)
- S-P-SI-3 (Use evidence (e.g., observations) from simple scientific investigations and scientific knowledge to develop reasonable explanations)
- S-P-SI-4 (Design and conduct different kinds of simple scientific investigations.)
- S-P-SI-5 (Communicate (e.g., speak, draw) designs, procedures, and results of scientific investigations)
- S-P-SI-6 (Question scientific investigations and explanations of other students.)
- S-4-LS-7 (Organisms' patterns of behavior are related to the nature of organisms' environments. There are many different environments (e.g., deserts, rain forests) on Earth that support different types of organisms.)
- S-4-SI-2 (Use simple equipment (e.g., plant lights), tools (e.g., rulers, thermometers), skills (e.g., describing), technology (e.g., electronic media), and mathematics in scientific investigations.)
- S-4-SI-3 (Use evidence (e.g., descriptions) from simple scientific investigations and scientific knowledge to develop reasonable explanations.)
- S-4-SI-4 (Design and conduct different kinds of simple scientific investigations.)
- S-4-SI-5 (Communicate (e.g., graph, write) designs, procedures, and results of scientific investigations.)
- S-4-SI-6 (Reviews and asks questions about scientific investigations and explanations of other students.)
- S-5-LS-1 (Recognize the relationship between structure and function at all levels of organization (e.g., organ systems, whole organisms, ecosystems)
- S-5-SI-2 (Use appropriate equipment (e.g., watches), tools (e.g., rain gauges), techniques (e.g., classifying), technology (e.g., calculators), and mathematics in scientific investigations.)
- S-5-SI-3 (Use evidence (e.g., classifications), logic, and scientific knowledge to develop scientific explanations.)
- S-5-SI-4 (Design and conduct different kinds of scientific investigations to answer different kinds of questions.)
- S-5-SI-5 (Communicate (e.g., draw, speak) designs, procedures, and results of scientific investigations.)
- S-5-SI-6 (Review and analyze scientific investigations and explanations of other students.)

- S-6-LS-3 (Observe populations and determine the functions (e.g., decomposers, producers, consumers) they serve in an ecosystem.)
- S-6-SI-2 (Use appropriate equipment (e.g., binoculars), tools (e.g., beakers), techniques (e.g. ordering), technology (e.g., calculators), and mathematics in scientific investigations.)
- S-6-SI-3 (Use evidence (e.g., orderings, organizations), logic, and scientific knowledge to develop scientific explanations.)
- S-6-SI-4 (Design and conduct different kinds of scientific investigations to answer different kinds of questions.)
- S-6-SI-5 (Communicate (e.g., speak, write) designs, procedures, and results of scientific investigations.)
- S-6-SI-6 (Review and analyze scientific investigations and explanations of other students.)

Core Content

Science:

- SC-E-3.3.2 (The world has many different environments. Distinct environments support the lives of different types of organisms. When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations.)
- SC-E-SI-2 (Use simple equipment (e.g., magnifiers, magnets), tools (e.g., metric rulers, thermometers), skills (e.g., classifying, predicting), technology (e.g., electronic media, calculators, World Wide Web), and mathematics in scientific investigations.)
- SC-E-SI-3 (Use evidence (e.g., observations, data) from simple scientific investigations and scientific knowledge to develop reasonable explanations.)
- SC-E-SI-4 (Design and conduct simple scientific investigations.)
- SC-E-SI-5 (Communicate (e.g., draw, graph, write) designs, procedures, observations and results of scientific investigations.)
- SC-E-SI-6 (Review and ask questions about scientific investigations and explanations of other students.)
- SC-M-3.5.1 (A population consists of all individuals of a species that occur together at a given place and time. All populations living together and the physical factors with which they interact compose an ecosystem.)
- SC-M-3.5.2 (Populations of organisms can be categorized by the function they serve in an ecosystem. Plants and some microorganisms are producers because they make their own food. All animals, including humans, are consumers, and obtain their food by eating other organisms. Decomposers, primarily bacteria and fungi, are consumers that use waste materials and dead organisms for food. Food webs identify the relationships among producers, consumers, and decomposers in an ecosystem.)
- SC-M-SI-2 (Use appropriate equipment, tools, techniques, technology, and mathematics to gather, analyze, and interpret scientific data.)
- SC-M-SI-3 (Use evidence (e.g., computer models), logic, and scientific knowledge to develop scientific explanations.)
- SC-M-SI-4 (Design and conduct scientific investigations.)
- SC-M-SI-5 (Communicate (e.g., write, graph) designs, procedures, observations, and results of scientific investigations.)

- SC-M-SI-6 (Review and analyze scientific investigations and explanations of other students.)